Linguistically and Culturally Responsive Teaching (Part 1)

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Introductions

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Definitions

• Linguistically and Culturally Responsive Teaching
• Linguistically Responsive Instruction
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• Culturally Responsive Pedagogy
Definitions

• Culturally Relevant Pedagogy
  • Ladson-Billings, Gloria (1992, 1995)
  • "It is an approach that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes."

• Culturally Responsive Pedagogy
  • “This approach aims to meet the needs of students by building on background, experiences and prior knowledge and welcoming this into the classroom and curriculum.”
Definitions

- Linguistically Responsive Teaching
    - K-12, six principles for teaching English Language Learners

https://www.gse.harvard.edu/news/uk/18/04/linguistically-responsive-teachers
Need for LCRT in Higher Education

- Enrollment increase (Australian Government Department of Education and Training, 2008; Institute of International Education, 2016)
- Nearly half of international students in US from China, South Korea, Saudi Arabia, India (IIE, 2016)
- Promises of institutional effectiveness (Douglass et al, 2009), economic security (Smith, 2004; Maringe & Gibbs, 2009), global citizenship (Resnick, 2008)
Need for LCRT in Higher Education

• Effective instructors of emergent multilinguals need knowledge and positive orientations about:

  1. educational cultures and languages of their students,

  2. research-informed pedagogical techniques for supporting learning of both disciplinary content and advanced academic language, and

  3. policies, programs, and resources in their teaching context.

(adapted from de Jong, Harper & Coady, 2013; Lucas & Villegas, 2013)
Understanding the International Learner

• Different “discourse systems” (Scollon, Scollon, Jones, 2012).

• Discourse systems contain: “ideas and beliefs about the world, conventional ways of teaching other people, ways of communicating using various kinds of texts, media, and ‘languages’, and methods of learning how to use these other tools” (p. 8). 
Understanding the International Learner in U.S. Higher Education Classrooms

• Discourse System in U.S. Institutions of Higher Education
  1. Progress, egalitarianism, individualism, freedom of expression, competition and rationalism (Scollon & Scollon, 2001)
  2. Clarity, brevity and sincerity (C-B-S) style of speaking and writing (Lanham, 1983, in Scollon & Scollon).
  3. Class participation
  4. Expression of own opinions and ideas
  5. Challenge ideas from “experts” (instructor, professor) and other students
  6. Student-centered classroom

http://www.inquiriesjournal.com/articles/661/2/cultural-issues-in-the-higher-education-classroom
Multilingual students may have many variations in English proficiency. Some students excel at using English conversationally but may have more challenges with writing, grammar, and vocabulary. Other students may be proficient in academic language but have more difficulties with conversational English.

TOEFL scores may not always accurately predict students’ abilities. Standardized tests such as the TOEFL or IELTS are used to determine an international student's English proficiency; however, you may find discrepancies between students’ scores and their actual proficiency level.
Second Language Acquisition

1. Acquisition-Learning Hypothesis
   - Acquisition: subconscious process
   - Learning: formal instruction

2. Monitor Hypothesis
   - Acquisition: utterance
   - Learning: monitor/editor

3. Natural Order Hypothesis
   - Acquisition of grammatical structures follows a 'natural order' which is predictable

4. Input Hypothesis
   - Only acquisition
   - Comprehensible input: i+1

5. Affective Filter Hypothesis
   - Facilitative but non-causal role:
   - Motivation, self-confidence and anxiety

Stephen Krashen

https://www.slideshare.net/deisereegarcia/stephen-krashens-theory-of-second-language-acquisition
Stages of Second Language Acquisition

(Krashen & Terrell, 1983)

**Preproduction** (Relent English Only)
- Characteristics: Students have very few oral skills and may only respond nonverbally by pointing, gesturing, nodding, or drawing.
- Approx Time Frame: 0 - 6 months
- Teacher Prompts: Show me... Circle the... Where is...? Who has...?
- Vocabulary: 500 known words
- Able To: Observe, Listen, Locate, Label, Match, Show, Classify, Categorize

**Early Production** (Receptive English Only)
- Characteristics: Students listen with greater understanding and can produce a limited number of words, phrases, and simple sentences.
- Approx Time Frame: 6 months - 1 year
- Teacher Prompts: Yes/No questions Either/or questions One or two word answers Lists Labels
- Vocabulary: 1,000 known words
- Able To: Name, Recall, Draw, List, Record, Point Out, Underline, Organize

**Speech Emergence** (Survival English)
- Characteristics: Students have better comprehension and produce simple sentences. Makes grammar and pronunciation errors.
- Approx Time Frame: 1 - 3 years
- Teacher Prompts: Why...? How...? Explain...? Phrase or short sentence answers
- Vocabulary: 5,000 known words
- Able To: Tell, Describe, Restate, Compare, Question, Map, Dramatize

**Intermediate Fluency**
- Characteristics: Students demonstrate increased levels of accuracy and correctness and are able to express thoughts and feelings.
- Approx Time Frame: 3 - 5 years
- Teacher Prompts: What would happen if...? Why do you think...?
- Vocabulary: 6,000 known words
- Able To: Create, Contrast, Predict, Express, Report, Evaluate, Explain

**Advanced Fluency** (Proficient English)
- Characteristics: Students produce language utilizing varied grammatical structures and vocabulary, comparable to native speakers of the same age.
- Approx Time Frame: 5 - 7 years
- Teacher Prompts: Decide if...? Recall...?
- Vocabulary: Content area vocabulary
- Able To: Infer, Hypothesize, Outline, Rewrite, Assess, Critique, Summarize, etc.

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https://twitter.com/efraintovarjr/status/920105076567326720
Principles of Second Language Learning

Table 1

Essential Understandings of Second Language Learning for Linguistically Responsive Teachers

1. Conversational language proficiency is fundamentally different from academic language proficiency (Cummins, 1981, 2000), and it can take many more years for an ELL to become fluent in the latter than in the former (Cummins, 2008).

2. Second language learners must have access to comprehensible input that is just beyond their current level of competence (Krashen, 1982, 2003), and they must have opportunities to produce output for meaningful purposes (Swain, 1995).

3. Social interaction in which ELLs actively participate fosters the development of conversational and academic English (Gass, 1997; Vygotsky, 1978; Wong-Fillmore & Snow, 2005).

4. ELLs with strong native language skills are more likely to achieve parity with native-English-speaking peers than are those with weak native-language skills (Cummins, 2000; Thomas & Collier, 2002).

5. A safe, welcoming classroom environment with minimal anxiety about performing in a second language is essential for ELLs to learn (Krashen, 2003; Pappamihiel, 2002; Verplaetse & Migliacci, 2008).

6. Explicit attention to linguistic form and function is essential to second language learning (Gass, 1997; Schleppegrell, 2004; Swain, 1995).

Note: ELL = English language learner.


Strategies

What Instructors Can Do to Facilitate Comprehension:

• Speak slowly and clearly, and make sure you can be heard, especially in a large classroom space. If necessary, use a microphone.

• Write down any technical terms and disciplinary jargon on the board. If these terms are present on a slide, make sure to point them out and explain what they mean.

• Provide course content in multiple formats, for example, images that illustrate course concepts, or detailed slides and handouts.

• Repeat your statements, or paraphrase them, to give students the opportunity to listen again.
Strategies

• Sequence instructions carefully. For example, instead of saying “Weigh your sample after adding the third compound to the mixture,” say “Add the third compound to the mixture; then weigh your sample.” The sentence structure in the second instance is simpler, and it matches the order of tasks.

• Avoid idioms and culturally specific references. If you do need to use a culturally specific reference, explain it.

• If you expect students to take notes, pause to give them time to do this. If you notice students not taking notes, it is possible that note-taking was not a habit in their prior schooling (it is not expected in all educational cultures). You can help them build this habit by providing explicit direction about what they should be writing down, whether it is copying what you write on the board, or writing their own thoughts and questions.
Strategies

• Periodically, pause to allow questions and to check for understanding. Classroom assessment techniques are useful tools for this.

• Use language on tests and quizzes that is similar to the language used in course materials.

• In general, be very explicit in your instructions for everything, from in-class learning activities to assignments.
Questions/Ideas
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THANK YOU

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